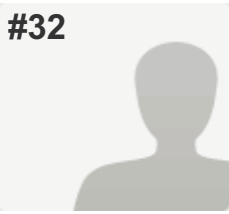


#32

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, May 26, 2016 8:28:22 AM**Last Modified:** Wednesday, June 15, 2016 2:09:40 PM**Time Spent:** Over a week**IP Address:** 208.126.92.12

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Q1: Name of School District:	East Marshall CSD
Q2: Name of Superintendent	Dianne Anderson
Q3: Person Completing this Report	Dianne Anderson

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Q4: 1a. Local TLC Goal

Attract able and promising new teachers by offering quality professional development and leadership opportunities which will also retain these effective teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**Short Term:**

Based on the results of our survey of our new professionals, 80% said quality professional development was provided during the school year, and 77% stated Professional Learning Communities (PLC) and cluster time (weekly collaboration based on NIET Best Practices) was used efficiently for quality professional development. 100% reported after completing the Mentoring program, they were better prepared for a teacher leadership position.

Two elementary teachers who became eligible, based on teaching experience, have accepted a leadership position for the 2016-17 school year. One middle school career teacher has accepted a leadership position that would not have been available without the TLC program. Two newer career teachers (two years in our district) at the high school have applied for an open leadership position. This evidence shows teachers at all levels of experience are seeking leadership opportunities within our district.

Long Term:

Teacher retention has improved since the implementation of the TLC program based on the following evidence:

*Elementary: Over the past three years, three to five teachers have been hired annually. In the 16-17 school year, all teachers will be returning, except one due to a budget reduction. Master teacher and all Model teachers will be returning to their same leadership positions for the third year.

*Middle School: Staff retirement created a teaching position that was filled with another teacher within the building; this also created a Model teacher opening. Over the past three years, the staff loss was due to retirement or personal reasons.

*High School: There were three applicants for the Model position that was vacated last year due to career advancement. There were two applicants for the Model position for the 16-17 school year after the current Model teacher resigned due to job security.

Q7: 2a. Local TLC Goal

Promote collaboration by developing schedules that support opportunities for teachers in the building and the district as a whole.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term:

100% of our teachers were provided time to collaborate with their colleagues during PLC, Clusters, and professional development.

An effort has been made to schedule collaboration time (cluster, PLC) within the contracted school day. Teachers have also been provided choices on alternate times such as before or after school to meet scheduling preferences.

All teachers observed, reflected, and implemented their new learning based upon peer observations (a minimum of two times a year) in order to advance their instructional practices.

Long Term:

Master schedules have been created with professional development in mind and will continue to be modified or refined based on need.

Teachers will continue to observe, reflect, and implement their new learning based upon peer observations in order to advance their instructional practices. Collaboration groups will be used based on common areas of refinement.

Using NIET Best Practice Rubric, teachers are implementing their ICDP goals, collaborating with peers to identify their areas of weakness, and growing professionally during scheduled professional time.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that develop with increased leadership responsibilities.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term:

When surveyed, 29% of career teachers, within the district, would apply for a leadership position if available. 25% of our career teachers are already in leadership positions.

Two elementary teachers who became eligible, based on teaching experience, have accepted a leadership position for the 2016-17 school year. One middle school career teacher has accepted a leadership position that would not have been available without the TLC program. Two newer career teachers (two years in our district) at the high school have applied for an open leadership position. This evidence shows teachers at all levels of experience are seeking leadership opportunities within our district.

Master, Model, and Mentor teachers have opportunities to display their skills in struggling teachers' classrooms using the NIET Best Practice Rubric to influence and improve recommended teaching practices.

Long Term:

Research shows four out of ten teachers quit after their first year of teaching; the number of new teachers leaving the profession has almost tripled in the past six years. Our leadership program will increase the likelihood that these new professionals will be retained in the field. As they develop, teachers will have opportunities to become teacher leaders or progress to greater teacher leader responsibilities in order to sustain the success of our TLC program. Professional growth and effective teaching is rewarded through modeling and continued support by the teacher leaders.

Q13: 4a. Local TLC Goal

Improve student achievement by strengthening instruction through collaboration and professional development.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term:

When surveyed, 77% of teachers within the district, said time was used efficiently for quality professional development.

77% of teachers responded that they have enhanced their instructional practices through Cluster, PLC, and professional development.

We are using the following data as a baseline for future assessment comparisons for improving student achievement.

% of students who met typical growth on one of the DWA (Iowa Assessment/MAP) for 2015-16:

Reading 71%

Math 81%

Science 79%

Long Term:

Reading: For the 2016-17 school year, 74% or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in reading.

Math: For the 2016-17 school year, 83% or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in reading.

Science: For the 2016-17 school year, 82% or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in reading.

Using NIET Best Practice Rubric, teachers are creating ICDP goals each year to reflect their own area of refinement (weakness) and are working to demonstrate increased proficiency in that area, which will promote student achievement. Teachers are combining several segments of professional learning into one focused area.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

*Make sure every staff member completes the surveys. Use a different method of surveying that would give immediate feedback in order to understand different interpretations of the questions. (Individual Response System) Open discussions clarifying answers from teachers and providing feedback.

*Gather more information on how the Master teachers can provide more resources to the teachers.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

*Teachers who were reluctant in the past, are asking to do more Peer Observations.

*Nineteen teachers, within our district, enrolled in an on-site class through AEA and offered by our teacher leaders (Effective Teaching and Reading Strategy Implementation) for two license renewal credits.

*Teachers used some of the resources presented during cluster to supplement activities for our end of the year Reading Incentive at the elementary.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.
